

**PARTNERING FOR SCHOOL SUCCESS – CHILDREN, YOUTH, AND FAMILIES AT RISK TRITON AND FARIBAULT MIDDLE SCHOOLS GRANT**

## Parenting Education Component for Year 1 and 2 (2013-2014)

### OVERVIEW

Partnering for School Success (PSS) is based on a model which recognizes that multiple factors in the family and community impact student success in school. PSS CYFAR\* (Children, Youth and Families at Risk) is a partnership of University of Minnesota Extension, Triton (Dodge Center), and Faribault Middle Schools focusing on two of the major factors related to academic achievement for Latino families – family and school environments.

CYFAR PSS includes three integrated components of 1) Family-School Partnerships (FSP), 2) School Navigators and 3) Family Strengthening Education. This report will focus on the evaluation of the parent education, “Educación: Nuestra mejor herencia” (Education: Our Best Legacy).

The parent education classes help parents understand their role in their children’s education, inform them on how schools work in their communities, and share with them their expected and welcome role as a partner in their children’s success in school. The Parenting curricula include 7 interactive sessions, each of them of about two hours long. In the first year of the grant, the classes were offered to one cohort of parents at each school. In year two, parenting classes was offered once in Faribault and twice at Triton Middle School. Thus far, a total of 50 parents have enrolled in Educación: Nuestra mejor herencia.

### ABOUT THE PARENTS WHO PARTICIPATED IN PARENTING EDUCATION OVER THE 2 YEARS:

The majority of the participants are from Mexico (92%). Only 22% of the parent participants moved to the United States in the last decade, all others have lived in the U.S. longer. About 30% of participants have moved to Minnesota in the last decade (from other parts of the U.S.). 34% of the participants were fathers. Of the total 50 participants over two years, 4 participants had not attended or finished elementary education, 52% graduated from high school or received their GED, about 56% had completed a technical degree, and 8% received a college degree.

On average, there were approximately four members ( $x = 4.2$ ) living in the household. Two-thirds (66%) have a household income of \$2,000 or less per month. Nearly three-quarters (74%) of all participants speak more Spanish than English, or only Spanish at home.



## WHAT WAS MEASURED

Parents completed pre and post surveys measuring key parenting practices, parenting self-efficacy to navigate the schools, as well as trust in themselves and in schools to support their children's school success. The analyses below are based on 36 parents who completed both pre and post-surveys. Specific measures in the surveys are as follows.

To assess **Parenting Outcomes**:

- Parent Acceptance: 8 questions
- Parent Personal Involvement with Children: 5 questions

To assess **School Success Outcomes**:

- Parenting Educational Support Efficacy: 6 questions
- Parent Involvement at School: 17 questions
- Trust Scale – Family-School Relationship Survey (Parent/Guarding: 7 questions; School: 7 questions)
- Comfort Navigating School System: 3 questions

## SUMMARY OF RESULTS

Across the two sites in two years, there was an increase in scores for all seven key outcomes. Statistically significant changes occurred on Parenting outcomes (Parent Acceptance and Parent Personal Involvement), and one measure in School Success Outcomes (Parenting Educational Support Efficacy).

### Directionality of Change:

Parents moved in the positive direction on all outcome variables, including those that were not statistically significant.

### Significant Changes:

- Parent Acceptance ( $p=0.022$ )
- Parent Personal Involvement ( $p=0.002$ )
- Parenting Educational Support Efficacy ( $p=0.026$ )

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